



MASTER SYLLABUS
ENGL 101 - ENGLISH COMPOSITION I

COURSE LECTURE-LAB-CREDIT and/ CONTACT HOURS: 3-0-3 / 45

COURSE MAXIMUM ENROLLMENT: 25

LAB FEE: \$30.00

COURSE NAME: English Composition I

COURSE PREFIX AND NUMBER: ENGL 101

COURSE DESCRIPTION: A college entry course which teaches academic writing through an integrated reading and writing approach. The focus is on reader-based writing.

PREREQUISITES: A minimum score of 8 on Delgado Placement Test, an English ACT score of 18, or grade of "C" or better in ENGL 062: Developmental Composition.

GOALS: In order to develop skills in critical thinking, communication, and problem solving, students will learn how to write with demonstrable proficiency essays based on comprehension and analysis of appropriate texts and support their analyses with references to the texts. In addition, students will be able to summarize, to compare texts, to synthesize information, and to formulate and develop an original thesis based on other texts, personal experiences, or class discussion of ideas.

COURSE OBJECTIVES/LEARNING OUTCOMES: Upon successful completion of this course, the student will:

- Write an academic essay based on an appropriate text
- Write a formal essay based on personal experience
- Write a formal essay based on personal response to assigned readings
- Generate ideas around a central thesis or main idea
- Develop ideas and generalizations with specifics
- Write a clear introduction, body, and conclusion
- Revise for content and structure
- Edit for grammatical errors

COURSE CONTENT: The introductory course in expository writing is based on reader response to assigned texts on a common topic with emphasis on various modes of thinking. Students will read, analyze, and discuss texts on a specific topic, then write essays responding to the topic, synthesizing material from published writers with their own personal experiences. In addition to reading/responding/writing, a review of basic English grammar and mechanics is interwoven with essay assignments. Varied writing assignments are required to reinforce the concept of reading, analyzing, synthesizing and responding to printed texts. The students are taught the skills necessary to communicate information in written form and then encouraged to put these skills to use by drafting and writing essays based on what they have learned. Classroom activities may include discussion (an interchange of different perspectives is integral to critical thinking), drafting, writing, and editing papers (individually and in groups), answering questions, reading, and taking short grammar quizzes.

SAMPLE COURSE OUTLINE

- Week 1: Introduction to Course Diagnostics
- Week 2: Basics of Communication, Intro to Critical Thinking, Worksheets based on concept of General/Specific; Specific/General Handbook: The Paragraph Write paragraph in class
- Week 3: Intro to Essay Structure, Intro to Summary Paragraphs for different uses: Intro, body, conclusion, Assign Essay (supplemental) "Living in Two Worlds", Marcus Mabry Reader Response handouts Class Discussion
- Week 4: Intro to Definition by Example, Review basic essay structure, Essay (supplemental): "Families", Reader Response sheets, Discussion in class, Generate thesis statements, Write 1st Essay in class
- Week 5: Review Definition by Example, Essay: "One Last Time" in Blair, Class discussion; reader response, Freewrite on thesis of choice, Write rough draft, Write second essay in class,
- Week 6: Individual Conferences, Handbook: Correct Sentences Drills, Drills, Intro to Comparison/Contrast
- Week 7: Essay: "Once More to the Lake" in Blair, Reader Response sheets, Class discussion, connecting earlier readings to "Once..", Freewriting/generate thesis, Write rough draft, exchange with peers for suggestions, Write third essay in class
- Week 8: Papers back, Comparison/Contrast cont., Essays: "My Father's Life" and "Under the Influence" in Blair, Reader response sheets/class discussion, Generate thesis, Current Events Projects due, Write fourth essay in class

- Week 9: Papers back, Handbook: Commas, Exercises, Intro to Cause/Effect Blair: "No Name Woman", Reader Response sheets, Class discussion; generate thesis, Write fifth essay in class
- Week 10: Papers back, Blair: "Beauty--When the Other Dancer is the Self", Cause/Effect cont., Class discussions--demonstrating connections among all selections, Freewriting/rough drafts, Exchange papers for peer editing, Write sixth essay in class
- Week 11: Papers back
- Week 12: Handbook: Punctuation and Mechanics Review Exercises, Blair: "...Rainy Mountain", General Discussion of topic and connection to all assigned texts so far, Reader response sheets, Student choice of mode/thesis, Write seventh essay in class
- Week 13: Papers back, Review of all modes, Emphasis on connections between various readings/topics/personal experiences,
- Week 14: Blair: "Fathers, Daughters, and the Magic of Baseball" and "Roy Campanella", Generate thesis statements, (Students choice of mode), Practice exits (One in class; two out), Write eighth essay in class
- Week 15: Papers back, Current events due, Review of common grammatical/punctuation errors, Final review of all modes, Student evaluation of Practice exits, Instructor's evaluation of Practice exits

TEXTS:

Kirszner, Laurie G. and Stephen R. Mandell, eds. The Blair Reader. 6th ed. Englewood Cliffs: Prentice Hall, 2007.

Troyka, Lynn Quitman, Ann B. Dobie, and Emily R. Gordon. Simon and Schuster Handbook for Writers. 7th ed. Englewood Cliffs: Prentice Hall, 2001.

ASSESSMENT:

A variety of learning-centered assessment activities will be used to measure and evaluate student performance. These will include, but are not limited to, the following: class presentations, reflective portfolio assignments, papers, tests, quizzes, homework assignments, in-class activities, peer evaluation, guided discovery, and feedback from class activities. All English courses require completion of a departmental Exit Examination/Written Assignment. Progression to the next level English course requires a final grade of "C" or better.

DISABILITY STATEMENT:

It is the general policy of Delgado Community College to assure equal opportunity for all qualified persons. Reasonable accommodation for qualified persons with disabilities will be made provided the students have self-identified with the Office of Disability Services and have provided required documentation. Individual instructors will modify the methods, requirements, and procedures of courses and examinations appropriately to accommodate the special needs of students with disabilities, provided the academic integrity of the course or examination is not violated, and the health and welfare of all students are safeguarded. No accommodations will be made without "letters of accommodations" from the Office of Disability Services. See College Catalog for more information.